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## TO BENEVOLENT LADIES IN THE UNITED STATES.

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### MY HONORED COUNTRYWOMEN :

ABOUT three years since, I made an appeal to you through the press, in behalf of our own sex, and also in behalf of more than *two million* neglected children in our country, who are growing up entirely without schools. In this article it was attempted to show that all the social evils that bear so heavily on our sex, even in this favored nation, would soon be remedied by giving to woman *her profession*, and that doing this would at the same time remedy the evils that now oppress the neglected children of our land. Let all the young children of our country be supplied by well trained and well supported teachers of our sex, and every woman not needed in domestic life, would have an honorable station and support, and every child a faithful teacher and friend.

It was claimed, also, that while the business of *training the mind of childhood* is the rightful *profession of woman*, it is one of such difficulty and importance, as demand skillful and appropriate *training* for its duties. And while men are expending vast sums for institutions to train their sex for their own several professions, it was claimed that it is unjust to our sex, and unjust to childhood, that no such provisions are made to prepare woman for the noblest profession that ever was committed to human agency.

It was claimed, also, that this neglect implies a fundamental mistake in the *economy* of benevolence, and that the Christian world are giving too exclusive attention to schemes for *curing* ignorance and sin, to the neglect of the *preventive* method of education. Had the present generation been provided, in childhood, with wise and pious female teachers, they would have *grown up* to virtue and usefulness, and the Tracts, Bibles, Colporteurs and Home Missionaries, that now are toiling to cure what might have been prevented, would never have been required.



Finally, the sympathy and aid of *American women* was besought to a plan of operations, that will finally tend to give to woman her heaven appointed profession, to train her to fill it appropriately, and to aid her in its full exercise. The fulfilment of this plan, will, at the same time, secure the rescue of thousands and millions of young children in our land, now growing up in utter neglect and ignorance.

This appeal was met by a most generous and efficient response, and the result has been the enterprise superintended by the Board of National Popular Education, and conducted by Governor Slade, which has now reached the close of its second year.

The first year of the operation of this board, it was my department to carry on the correspondence involved in selecting teachers, to aid in preparing them for their duties, to decide on their locations, and finally to correspond with them after their arrival to learn their situation and wants. The two first classes, numbering in all *sixty-eight*, were thus committed to my care. A committee of ladies in Hartford, Conn., had performed the duties relinquished by me for the succeeding classes, and the whole number of teachers sent out now amounts to one hundred and ten.

You are aware that this enterprise is superintended by a Board of gentlemen from six different denominations,\* and under the regulation of *a constitution*. This instrument was framed to meet, not the wishes and views of the originators of the enterprise, but those of *the public*, which is to furnish the contributions. It was supposed, that indubitable indications of public sentiment made it needful to limit the application of funds *exclusively* to the employment of agents, and the preparation and transferring of teachers to their several locations. No provisions therefore were made for any emergencies, nor for sickness or accidents, or loss of place and employ, nor were any facilities to be furnished to aid teachers in their future duties.

As soon as I learned the limited scale of operation that was adopted, I became anxious as to its results. I felt that it would be most hazardous to send out so large a number of young females, so far from home, among entire strangers, on a service involving such risks, and often such hardships, with no provision made for the many emergencies that inevitably must occur. The result was as I feared. Soon after the location of the first class, numbering thirty-three, I learned from one, that by the carelessness of others she lost her trunk on her journey; from another that she was detained on the road by

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\* Congregational, Baptist, Methodist, Episcopal, Old School Presbyterian, and New School Presbyterian.



protracted sickness; from another that she was taken sick soon after her arrival, and continued so for two months, and finally gave up the hope of teaching at all; from another that she was on the outer verge of civilization, among a people too poor, or too ignorant, to sustain her; from another that she was so destitute of the ordinary comforts of life, as to endanger health; and from another that the feuds of society had raised an opposition school, that cut off much of her expected support. Soon after the location of the second class, numbering thirty-four, I learned from one that her promised school was not to be found; from another, that another teacher, brought on for the purpose, had come in and supplanted her; from another, that she had broken a limb that confined her for several months; from another, that the Institution in which she assisted, was nearly broken up by a contest relative to the admission of colored children, obliging her to leave; from another, that she was so destitute of the comforts of life as to endanger health; from another, that her employer had found a teacher who would teach more branches at a lower price, and wished to employ the cheapest teacher.

As, at these periods, the General Agent of the Board was performing extensive tours, in visiting both the East and the West to raise funds, and also, as no funds under his control could be used for these emergencies, I decided to attempt to raise funds for these specific cases. After I had raised what seemed to be sufficient, I made an extensive tour to apply these funds, and to investigate as to the best mode of providing for future emergencies of this nature. During this tour, I visited Indiana, Illinois, Missouri, and Iowa, where most of the teachers are located, and either by visiting personally their several fields of labor, or by letters from them minutely describing their circumstances, I made myself thoroughly acquainted both with their characters, and the peculiar field of labor into which they were thrown. In reference to their character and success, I have been gratified beyond my most sanguine hopes. For of the one hundred and ten teachers sent out by the Board in two years, there is *not one* that could be properly counted as a failure, while in regard to many of them, the record of their zeal, discretion and self-denying labors, amid innumerable trials and difficulties, is worthy of the brightest age of the primitive church.

In regard to their trials, and the peculiar field of labor in which they are placed, it is very important that the friends of the enterprize should have more clear conceptions than now exist.

There are *three* very diverse positions which these teachers are called to occupy. The first consists of those large portions



of the West where society is most advanced, where a good teacher is well received, well supported, and encounters no more trials or privations than she would meet in the older states. For such places nothing is needed but, to secure good teachers and to transfer them to their field of labor. And this part of the enterprise is a very important one. But a very small portion of the demands from the West have been from places of this character. Ordinarily teachers *crowd* to such positions, so that there are more teachers of one sort and another, than there are places of this kind to offer.

But there are two other kinds of places in our newer states, which are the chief and most important fields for the efforts of energetic and self denying women, who enter this service mainly from the desire of increasing their usefulness.

In the first place, there are those large towns and villages in the newer states, which, as it respects size and wealth, are abundantly *able* to support good teachers, and where also the people sufficiently appreciate education, to be *willing* to pay liberally for it. But all attempts to raise up permanent schools are met by the embarrassments incident to a new and forming state of society. These difficulties arise chiefly from a want of *union* among a population made up of individuals from almost every state, section, sect, and nation, that can be named. To this add the increased stringency of sectarian jealousies, where every church in the place is just struggling into a precarious and doubtful existence. To these add the difficulty of obtaining competent teachers on the ground, or from abroad; and the constant influx of *incompetent* teachers making high pretensions, whose frequent failures generate suspicion and distrust towards the good teachers who may follow. Add to all these, the impulsive, generous, and enterprising character of Western society, leading to the hasty adoption of schemes for public benefit, till frequent disappointments breed distrust of all schemes and their originators. No person can conceive, but one who has mingled in such communities, the endless difficulties that meet the few intelligent and enterprising friends of education, that attempt to bring about such a degree of union and harmony, as alone can secure permanent and prosperous schools.

I will mention a few illustrations that came to my knowledge in my recent tour. In one case I visited a flourishing town of four hundred inhabitants. But in this community were individuals belonging to at least *twelve* different denominations, and of the most numerous portions, each jealous lest the other should start first and draw in the rest. The consequence was, no church, or even Sunday school of any sect could be sustained, nor could they unite on *any* plan. As the teacher



whom I located there, was supported by the leading men of one political party, the other party set up an opposition school, and the result was, neither teacher could be supported, and both had to leave the place for want of support.

In another larger place of some two or three thousand inhabitants, the two most influential men were leaders of opposing factions, so that a school patronized by one, was neglected or opposed by the other. In consequence, the teacher sent there could not be sustained.

In another still larger place, the divisions of society and the influx of poor teachers, in the short space of six months, had presented *twenty* different teachers commencing and ending their schools, leaving the inhabitants utterly discouraged and disgusted with new and vain enterprizes.

In another large and beautiful place, a Female Seminary having for trustees some of the most influential men in the town, was opposed by a faction who were personally inimical to the trustees. A rival school was started by them, and the teacher, located there, for more than a year, was so involved in the contest and difficulties engendered, that it seriously impaired her health.

The last class of places to which our teachers have been sent, are those towns and villages where the state of society and modes of living, involved great privations, and in a measure risk the health; and where also the jealousies and feuds of a new society, greatly embarrass every attempt that demands union. This I regard as preëminently the *field of missions*, demanding the most self-denying labor to which male or female missionaries are ever called. The foreign field, in most cases, has nothing that compares to it.

I will now illustrate each of these fields of labor by letters from teachers located in such places. The first is from a highly educated teacher belonging to the Methodist denomination, and is an illustration of the better class of places to which these teachers have been sent.

“I was a little disappointed at first with my location, for I had hoped to establish a High School for young ladies. But since I have found what extensive influence I can exert here, I feel willing to follow His example, who came to ‘the poor of this world.’ This term I have had over three hundred children, and *four-fifths* are Catholics. I have only one assistant, and my school averages over two hundred daily. It is a public school, and I have charge of the primary department. The school-house is one of the best in the city. I have an excellent home with the pastor of the Bethel church, and am superintendent of the Sunday school connected with it. The Lord has blest this effort, and the school has flourished. I also have a tract district, embracing sixty-three families that send to my school. These I visit every month. They are all Catholics, except a few families. Last month only three refused to receive tracts. I never worked



harder, never enjoyed better health, and never was happier in my life. I rejoice that I came, and trust I shall never cause you to regret having sent me. Three of our teachers came into this city this week to see me. They were well, and in excellent spirits."

The next letter is from a teacher located in a flourishing town of some three thousand inhabitants, where I had succeeded in interesting some gentlemen to act as a committee to aid in building up a school. They had invited me to send *two* teachers, but I sent only one, and the following gives the history of her experience :

"I am sorry to trouble you with another letter so soon, but I feel you will excuse me when I tell you my present circumstances. I began my school in the building selected, but when the cold weather came, it was so uncomfortable that my scholars kept leaving, and the committee thought it best for me to remove. The basement of the church had been promised me by Mr. ———, and I directed my pupils to assemble there, when the night before he came and told me I could not have it. I sent for the only member of the committee who does anything, as I had just had 'a chill,' in consequence of staying in the school-room. He concluded something must be done, but that I had better not begin school till another room could be secured, which is almost an impossibility.

"If I have not had discouragements here, I know not what the word means. Beginning at first in the wrong place, in an uncomfortable room, in the cold season, surrounded by divisions and jealousies of all sorts, obliged to stop in the middle of the first term, obliged to hunt up a room, and begin all over again, fighting 'the chills' all the time—*this is hard work*. Then my landlord is anxious about pay, and this is humiliating. Shall I be assisted in paying my expenses, for the school will not support me?"

The above is a fair illustration of what many teachers must meet in attempting to raise schools in some of the large and flourishing western towns.

The following is from a young lady belonging to the Episcopal church, and presents a graphic picture of the state of society and modes of life in what may be truly called the hardest of all fields of missionary labor. There are probably more than three hundred such places in that part of the large state where she is located, where just such laborers are needed, and where no schools are now sustained.

"I arrived here the 17th of January, and opened school in a small log house. I now have forty-five pupils, one half of whom are boys, and some of them grown up. They all seem anxious to please me, and I find no difficulty in governing them.

"The inhabitants here are chiefly from North Carolina, Tennessee, and Germany. All are farmers, and their chief object is to make money. They seem desirous to have their children educated, but they differed so much about almost every thing, that they could not build a school-house.



I was told, also, when I came, that they would not pay a teacher for more than three months in a year. At first they were very suspicious, and watched me narrowly; but, through the blessing of my Heavenly Father, I have gained their good will and confidence, so that they have built me a good frame school-house, with writing-desks, and a blackboard, and promise to support me all the year round.

"I commence school every day with reading the Bible, and prayer; this was new to them, but they made no objections. The people here spend Sunday in hunting, fishing, and visiting. I have commenced a Sabbath school, and invited the parents to come with their children. They seem much pleased, and many come three and four miles. They never heard of a Sunday school before. Last Sunday there were fifty present, and I proposed that we should have a Bible class for the men, and that Mr.—, a professor of religion near this place, should take charge of it, while I attended to the women and children. There being no church nearer than seven miles, the people think it too much trouble to go to it. I have persuaded them to invite the nearest clergyman to preach in my school-house next Sunday.

"My greatest trials here are the want of religious privileges, the difficulty of sending to the distant post office, the entire want of social sympathy, and the manner in which I am obliged to live. I board where there are eight children, and the parents, and only two rooms in the house. I must do as the family do about washing, as there is but one basin, and no place to go to wash but out the door. I have not enjoyed the luxury of either lamp or candle, their only light being a cup of grease with a rag for a wick. Evening is my only time to write, but this kind of light makes such a disagreeable smoke and smell, I cannot bear it, and do without light, except the fire. I occupy a room with three of the children, and a niece who boards here. The other room serves as a kitchen, parlor, and bed room for the rest of the family.

"I have read your Domestic Economy through to the family, one chapter a day. They like it, and have adopted some of your suggestions in regard both to *order* and to *health*. They used to drink coffee three times a day. Now they use it only once a day. Their bread used to be heavy and half baked, but I made yeast by the receipt in your book, and thus made some good bread. They were much pleased with it, and I have made such ever since.

"The people here are *very* ignorant; very few of them can either read or write, but they wish to have their children taught. They spend Sunday in visiting and idleness, and the fact that I kept Sunday school for them without pay, convinced them that my real object was to do good. The people in the settlements around are anxious to have more of the teachers come out. They have sent for Miss H., who came out with me, but she was engaged. I was sorry, as it would have been a comfort to have had one friend in reaching distance.

"When I came here, I intended to stay only one term; but the people urged me so much to remain, and have done so much in building me a school-house, that I concluded to stay longer. I did not leave my home to seek pleasure, wealth, or fame, and I do believe my Heavenly Father will



bless my labors here, even if I never see the fruit. The people seem to like me, say their children never behaved so well before, visit the school, were present at my examination, and like the Eastern way of keeping school."

*Extract of another Letter from the Same.*

"Your kind letter was received last Thursday, and would have been immediately answered, but I was sent for to visit a sick child. The parents, being Catholic, were much alarmed lest it should die unbaptized. I explained as well as I could the nature and object of baptism, succeeded in quieting their fears, and, as they urged it, I staid all night in the cabin, with only one room, holding nine grown persons, besides two children and the sick infant. There was no window, and they kept both doors shut till I persuaded them to leave a small opening to one door. In the morning I walked through the wet prairie, and thus took a heavy cold, and for three weeks have been unable to use my eyes.

"As soon as I could, I took the draft you sent me to the nearest large town, and purchased the articles you directed. Ever since, I have enjoyed the luxury of bathing and candlelight, and, with my screen, I can be alone at least in a corner. I can never sufficiently thank you for your kindness in thus adding to my comfort and usefulness in a strange land. I am much pleased at the prospect of the books you have sent to me, and the children are highly delighted. Many of my scholars are now sick, and my own health is not so good as it was, as I have watched a good deal with my scholars, who were sick of the scarlet and winter fevers. There is a broad field of usefulness here, large enough for all who wish to come. I have never regretted that I came, and if I am made the instrument of bringing *only one* to the knowledge of the truth, I shall be amply repaid for the sacrifices I have made in this noble cause."

*Extract from her last Letter.*

"I am sorry to inform you that on account of ill health I was obliged to give up my school at ———. While watching with my scholars, I was seized with chills and fever. When better, I accepted an invitation to this place, which is more healthy. There are over eighty children here without schools, &c."

The following is from a lady belonging to the Baptist denomination, located near the Indian tribes, at the upper part of the Mississippi river, in the new territory of Minesota:

"I have been invited to St. Croix, and, on many accounts, speaking after the manner of men, it would be vastly more pleasant. I have also been invited to the Falls of St. Anthony, near me. But I feel that this is the spot that Heaven designed for me, nor would I change situations with any person living. The refinements of society, the wealth or honor of earth, cannot attract me from this isolated, sin-degraded spot, so long as God has work for me here. I have never had the first regret at having come; on the contrary, it is a theme of constant thankfulness that I was enabled to forsake the dear delights of home and refined society for my Saviour, and the good of this dear people.



"Perhaps my present circumstances may to you seem dark, but to me there is no cloud, for I trust the promise, 'all things work together for good to those who love God.' I have now been confined by illness about two months—a fever, with a relapse, which brought me still lower. I am still very weak, and to-day walked in the yard for the first time since I was taken sick. My work has of course been interrupted. The Sunday school has been kept up at my request by two young men, but without prayer. To my knowledge, there is not a professor of religion in town except myself. In some way, yet unknown to me, I expect greater good will come from this than if I had remained well. I have received every possible attention and sympathy, and four physicians have come to offer their gratuitous services."

"The expense of living here is very great, as much so as in cities, and the people here will only be able to furnish me board and a school-room. This is decidedly missionary ground, and I wish to be enabled to act accordingly. I am needing aid immediately.

"My success here has beyond measure surpassed my highest anticipations,—to God be the praise. I have heard but one sermon since I have been here, but my Sabbaths have been most happy."

The following letter is from a lady of the Congregational denomination, one of the most mature and judicious of the whole number. Her letter was in reply to inquiries made as to the modes in which her usefulness could be increased, and her comfort promoted by money. She also is stationed in what is properly called the missionary field. And it is in this field that the larger portion of children are to be found, who may be considered as utterly destitute and neglected:

"DEAR MISS B.:—I address you with many pleasant and grateful recollections of the intercourse it was my privilege to enjoy with yourself and the other dear ladies associated with you at Hartford, a privilege that every day makes more precious.

"We arrived safely, after a pleasant journey, and I am now located in this place, which is the county town of a newly organized county. The only church built here is a Catholic. Presbyterians, Campbellites, Baptists, and Methodists, are the chief denominations. The last are trying to build a church, and have preaching once a fortnight. The Sabbath is little regarded, and is more a day for diversion than devotion.

"I board with a physician, and the house has only two rooms. One serves as kitchen, eating, and sitting-room; the other, where I lodge, serves also as the doctor's office, and there is no time, night or day, when I am not liable to interruption.

"My school embraces both sexes, and all ages from five to seventeen, and not one can read intelligibly. They have no idea of the proprieties of the school-room, or of study, and I am often at a loss to know what to do for them. Could you see them, your sympathies would be awakened, for there are few but what are ragged and dirty in the extreme. Though it is winter, some are without stockings, and one delicate little girl came with



stockings, and no shoes. The first day, I felt like having a thorough ablution of both the room and the occupants, they were so filthy.

"I had to wait two weeks before I could get three broken panes mended, and a few poor benches brought in. My furniture consists now of these benches, a single board put up against the side of the room for a writing-desk, a few bricks for andirons, and a stick of wood for shovel and tongs. I have been promised a blackboard, but I find that promises are little to be relied on. The first week I took a severe cold by being obliged to keep both doors open to let out the smoke. The weather is much colder than I expected, and the houses are so poor we feel the cold much more.

"I am told they are abundantly able to support a minister, and pay a teacher, but could you see them grouped together on Sunday, you would think they could do neither. I learn that the place is considered not a healthy one, still I do not wish to leave on this account, if it is judged best for me to remain. I came, expecting to make sacrifices, and suffer privations. When Sunday evening comes, I feel more than ever the want of some place for retirement, where I can join in concert with those who at this hour unite in prayer for this noble cause. Those seasons of social communion and prayer at Hartford, I shall never forget; they come like balm to the spirit, when oppressed with care. There is so much to do, and, where all are so ignorant, so much instruction to give, one cannot but feel anxious to know what will be most profitable. I long, and I hope to see things wear a more cheerful aspect, and for this would labor untiringly. 'Hope on, and hope ever,' I would take as my motto."

*Extract of another Letter from the same Teacher.*

"Many thanks for your letter; it came when I much needed something to cheer and encourage, and it did both. In reply to your questions, I would say that books might be loaned here to some extent with advantage. I have lent your Domestic Economy around, and have received applications for six copies from those who will pay.

"I have a married woman and two of her children now attending my school as pupils. She is anxious to have me form a reading-circle, to meet once a week; but there are so many bickerings, and so much gossip, I fear I shall not succeed, but I shall make the attempt.

"I think *some money* would much promote my usefulness here, in purchasing suitable books to read in such a circle, and to loan, also to furnish school-books to some of my poor children who can get none. Maps are needed much, and some simple apparatus would greatly add to the attractions of the school, and the usefulness of the teacher. I have *four* from one family, and another of seventeen is coming, and none of them ever were in a school before. Something to interest and aid such would help me much. I need slates, pencils, and paper, and sometimes I would buy a pair of shoes for a poor child who has none.

"There is work enough for *two* teachers here, if all who ought to come to school could be drawn in, and I think *two together* would accomplish more than *three* when located each alone. A small frame house, plastered, with a chimney, would cost about a hundred and twenty dollars, and if one could be put up, and two teachers keep house and teach in it, it would be



an excellent plan. A teacher may chance sometimes to be left without any place to abide in, a situation in which I have just been placed. The physician where I boarded left town, and I could engage no other place, and was about to leave. But some were so anxious to have me remain, that I concluded to hire a room and a little furniture, and keep house by myself. I like it much, but it takes up too much of my time.

"The people promised if I would stay they would build me a school-house, but since I have consented to remain I hear nothing said about it. There is a great deal to be done here, and I cannot but hope I may be the instrument of good to this people, and if it is but little, I shall not regret the privations or sacrifices I may suffer."

These letters exhibit, at once, the noble character of the teachers sent forth, and the trials and difficulties that are *necessarily incident* to the service in which they are engaged. For unless the Board decide to withdraw from the wide fields, of which the foregoing letters give a specimen, and restrict their efforts exclusively to places where the people value education, and are sufficiently harmonious to provide properly for the comfort and success of teachers, these same trials and emergencies must be anticipated and provided for, as necessarily connected with the undertaking. There are vast sections of our country where the field of education must be the most laborious of all the fields of true and self-denying missionary service. And it is for these that our christian and benevolent ministries are especially needed.

In this view of the subject, it is manifest that the conductors of the enterprise have been restricted, either by public opinion, or by a want of funds, to measures entirely inadequate to the magnitude of the objects aimed at. And it is no less clear that unless the plan of operations is essentially enlarged, this enterprise will not meet the aims of its originators, nor obtain a hold on the public mind, which is at all commensurate with the dignity and importance of the interests involved.

To appreciate this, let it again be stated, that the grand aim of this undertaking is to bring woman into the full exercise of her appropriate profession as the *educator of childhood*, by securing to her aids for the attainment of her profession similar to those enjoyed by the other sex in preparing for their several professions, and by providing her, equally with man, with all appropriate facilities for the exercise of her profession.

In carrying out this aim, the first measure adopted was to collect and employ such female teachers as were already, to a greater or less extent, prepared for their duties; to make arrangements for ascertaining their several qualifications; to aid in remedying deficiencies and adding still farther to their preparation; to find schools suited to their several abilities; and



finally, to aid in their transfer to their field of service. This portion of the undertaking has been carried out with entire and most gratifying success.

But there are other measures contemplated as some of the most important features of the plan, which, during the first two years, have not been attempted as a part of the operations of the Board. These are the providing for the health, comfort and proper support of the teacher; the providing of aids and facilities to promote their success in their profession; the providing for raising up teachers on the soil, in those portions of our country where they are most needed; and the employment of such *permanent* agencies as would enlist the inhabitants in the more destitute parts of our land heartily to engage in bearing their portion of the efforts and expense.

But in order to carry out these measures, involving a much larger outlay of funds, it must be assumed that *woman* has the same claims for aid in regard to the gaining and exercising of her profession as are accorded to the other sex. It must be assumed too, that women who are sent to labor as these teachers are doing, are performing services as useful and important as those of the colporteur, or the Sunday school agent, or the home missionary. In some cases they seem to perform the labors of all united.

Now to aid the other sex in preparing for their professional duties, it is maintained that there must be *permanent* institutions raised by charitable benefactions. And so colleges and professional schools are raised up in our newer states, even more abundantly than they are required, and immense sums are contributed to put up buildings, endow professorships, and provide apparatus. And our sex are called upon to aid, first in building up these expensive institutions, and then in supporting young men through their nine years course of study, and then to furnish their salaries when they engage in actual service. This is all wise and right, and no benefactions can be more worthily bestowed.

But let us remember that the profession of an *educator* is second to none in importance, and that all intelligent men now concede, that its occupants need to be trained for their profession as much as for any of the business professions. Why then should our sex who can claim this as their *only* profession, be shut out from such advantages? Why should not woman combine to promote the interests of her own profession as much as to aid the other sex in securing theirs? Why should we not aid in raising institutions for training woman for her most sacred office of an educator of childhood, as much as to aid the other sex in training for the office of the ministry? And when our sex are sent to labor in the hardest and



most self-denying field of missionary service, why should we not provide for them the same security for support and the supplies of all needful aids that we labor to provide for the other sex?

It was this view of the subject which led me to prepare the communication to the Board of National Popular Education, which is appended to this communication, in which is set forth a plan for carrying out the *additional* measures which the constitution of the Board had not provided for, but which seem indispensable to the success of the enterprise. This plan I now wish to submit to those of my countrywomen, who have, or may become interested in this enterprise. But before it is examined I would bespeak favor to it from these considerations.

The friends of education and religion at the West, claim that those who reside there and labor amid its peculiar difficulties, must be better judges of plans and measures designed to promote its interests, than those who have never had such opportunities. Believing this to be correct, these views have been first presented to those friends of education at the West, who have toiled the longest in this cause, and whose opinions are most respected both at the East and at the West, and they have received their full approbation.

In the next place, the entire success of the measures that have been already put in operation, is a proper ground for extending confidence to what is now proposed as an associated part of the same plan of operations.

In the two first years of this enterprise, it has been proved, that the objects aimed at by its organization are not visionary, or chimerical, but practical and wise. It has been proved that the collecting, examining and training of teachers, before they are sent out, does tend to protect the public from imposition and disappointment. It has been shown that the providing of well trained teachers, for places that will support them properly, is an important portion of this undertaking. It has been shown that enterprising and self-denying women can be found, who, without reference to compensation, will cheerfully encounter the privations of new settlements, and gain the confidence and good will of such communities, and that such can effect a work unsurpassed by any other benevolent agency.

It has been proved that there is no greater uncertainty of continuance in regard to female teachers in our newer states, than there is in regard to clergymen, or male teachers. For at the close of the second year, of the one hundred and ten teachers who have been sent out by this Board, only one has died, four have returned, or given up teaching, in most of the



cases from ill health, and eight have been married. Several of those who are married, continue to act as teachers, and no one of them has diminished her usefulness by this change. The records of home missions will probably show that there is at least an equal amount of failures in the ranks of its missionaries.

Finally, it has been proved that the method adopted by this Board thus far, has been one of unexampled *economy*. It appears by the Second Report of the Ladies Society in Boston, organized one year before this Board and for the same object, that the expense of sending out teachers at the ordinary charges of traveling expenses, averages at \$61.49, each, and their whole expenses average at \$103.07 for each teacher sent out. But the mode adopted by this Board of sending teachers in large companies, while it involves less discomfort than would ordinarily attend their going out one at a time, secures such reduction in charges that the traveling expenses of their teachers the same year averaged only \$29.09 each. And the whole expenses of the year, including all the expenses of the previous assembling and training of the teachers, and the salaries of all agents, averaged at only \$73.57 for each teacher sent out. This is but a little more than the traveling expenses alone, by the other method.

Meantime, a Board of intelligent and influential men has been organized to superintend the enterprize; committees have been instituted in five different states to co-operate; a committee of ladies has been organized to select and locate teachers; a building and furniture have been provided for the accommodation of the teachers while assembled for examination and preparation, and this in a place where they can have daily access to some of the best managed schools in the nation; and finally, the whole is conducted by a man of high character and position, who secures universal confidence and respect.

If then, all that hitherto has been attempted, has been proved by *experience* to be both wise and successful, it may justly be urged as a reason for according confidence to additional measures of the same general plan.

These measures are to be regarded not as a *new enterprise* but as a *supplement* to what has been already attempted, and as indispensable to the completeness and success of the plan. While the Board of National Popular Education will still continue its operations exactly as before, a Committee is now organized at Jacksonville, Illinois, to act as an *auxilliary* to the Board, carrying out measures for which the constitution of that organization does not provide. And this constitution cannot be altered so as to incorporate these measures, because many Associations have been formed on this basis, and public



sentiment is not yet sufficiently enlightened to warrant such a change.

It is arranged, therefore, that all who choose to furnish funds simply to prepare and transfer teachers to the West, can contribute directly to the funds of the Board; while those who prefer to provide for a more enlarged mode of operation, can place their contributions under the control of this auxiliary Committee at Jacksonville. The names and religious denominations of this Committee are as follows:

Pres. STURTEVANT, Illinois College, N. S. Presbyterian.  
 THOMAS OFFICER, of Prin. D. and D. Asylum, O. S. Pres.  
 Hon. WM. THOMAS, Methodist.  
 Col. JAMES DUNLAP, Baptist.  
 H. B. McCLURE, Esq., Episcopalian.  
 ELIHU WOLCOTT, Esq., Congregationalist.

The following presents a brief outline of the method which, after much discussion and consideration, is proposed as the most economical and most efficient that can be adopted, to carry forward the main objects of this enterprise.

It is proposed to establish at least *one* Model High School in each of the states to which any large number of teachers will be sent, on the plan drawn out in its details in a printed communication, first addressed to the Board of National Popular Education, and appended at the close of this article.

To each of these High Schools it is proposed to connect a boarding establishment, superintended by a well qualified housekeeper, which is to serve as a *Teacher's Home* for the teachers in that state. The teachers of the High School, four in number, are to be supported by tuition fees. The boarding house is to be supported by board bills, to be paid by the four teachers, who will board there, and by boarding pupils.

Last spring, while in Iowa, having private funds of my own sufficient for an experiment, I started a High School at Burlington, somewhat on this plan, with a boarding house connected. It was continued three months, and then the failure of my health and other causes, obliged me to discontinue the boarding establishment, and to modify the plan of the School, which now is continued under the care of one lady as principal. The most valuable furniture and apparatus are stored for future service. The experience thus gained of what needs to be done in such an undertaking, is worth all that has been spent; and the data is now obtained for determining exactly all the expenses to be incurred in starting such an institution on the most economical plan, and also of learning the value of such an establishment, in promoting the success of this educational enterprise.



The following is the method proposed for commencing such institutions. The Committee at Jacksonville have secured the services of Thomas M. Killpatrick, Esq., a Western man, familiar with all the peculiarities of the society in which he has been reared, devoted to the cause of education, eminently practical, and endowed as a popular public speaker. He has been a member of the Legislature, and is favorably known all over the state of Illinois. The Committee will first decide on the most favorable place for the location of such an Institution, selecting one so large that if the inhabitants will *unite cordially*, there can be secured from eighty to one hundred pupils for a High School and Primary Department united. The agent will then visit this place, call together the citizens, set forth the plan, and offer to furnish furniture and apparatus, to the amount of \$1000, and four teachers, each trained for the several departments required—on these conditions.

1. That the citizens pay the rent of one or more buildings for a given time, that shall furnish accommodations for the boarding establishment, and also the school rooms needed.

2. That an Association be formed, each member pledging himself to pay the yearly tuition fee of one pupil, either in the Higher or Primary department, for a given time, and the whole number of subscribers furnishing the amount needed to pay the salary of the teachers; the amount of these salaries to be decided on by the Committee that superintends the enterprise.

In this case the boarding establishment is to serve as a *Teacher's Home* for the teachers of the Board in that state, and they are to resort to it only by permission of the Agent, or Committee, and are *to pay for their board* so long as they remain there, except when destitute of means.

Those who are the best judges of such matters at the West, are confident that there are many large places, that for years have been vainly striving to establish good and permanent schools, amid all the evils of disunion and turmoil incident to new society, that could be made to understand the full value of such an offer as this, and cordially to form such an Association, and of persons who could be relied on to fulfill their pledges. And there can be no doubt, that when a community has once experienced the full value of such an institution, there is no danger that it would be suffered to depart for want of support. Letters recently received from influential gentlemen at the West verify this operation.

The following is from a clergyman in a large town in one of the newer portions of our country. While there this spring, I was informed that a company of Catholic Nuns had recently purchased one of the largest and most expensive establishments in the place, and were arranging both to open a High



School, and to send forth these nun teachers to instruct in the vicinity around. At the same time, the Protestants were so divided, they could sustain no school successfully, and this was the place where I was told that within a short time, no less than twenty schools had been begun and ended in the space of six months.

*Extract from the Letter of a Western Clergyman.*

" This point is a very important one for the establishment of one of your *Model High Schools*. Three or four teachers could accomplish a great work here, and *now is the time!* The whole region here needs what it has never had; a specimen of thorough, successful, modern teaching. Our position at the corner of three great states, is very important; as well as the moral and commercial position of our city.

There is a considerable number of young ladies and girls in this city, who might be collected into a Female Seminary here, *if sufficient inducements were held out*, and the enterprise commenced *with sufficient strength*. And there is a large number of young women in the country around, from five to fifty miles, that could be drawn into a *strong* Seminary, who could never be attracted by *one* teacher, however highly qualified.

The Catholic Institute of the Sisters of Mercy, just started here, is filling up rapidly, having already sixty or seventy pupils, a portion of them being Protestants. An *equal* number, (to say the least,) and those who are *more advanced* in education, could be obtained, could we start a *vigorously conducted* Protestant Seminary of a high order. But it must be of a high order, and *appear so*. We must be able to advertise, that our teachers are able to instruct in a large variety of branches, and among them *the accomplishments*, such as music, drawing, plain and fine needlework, &c. It is the teaching of these by the Sisters of Mercy, that is made the reason why Protestant children are sent to them.

The new Board of Trustees to our Female Seminary, (of which the writer is President,) has just been organized. We have decided to suspend our male department, and appropriate the whole of one building to the Female Seminary. Our female department has never had the benefit of improved methods of teaching, and this would give the teachers you might send, very decided advantages. Here too we have none of the prejudices against Eastern teachers that exist in some places.

The whole success of this enterprise depends upon the *character of the teachers* you may send. On this account we are anxious to obtain some of those who have recently visited our city. They have made a very favorable impression on all who have had the pleasure of seeing them. It is of great importance to secure them, both on account of their personal character, and also on account of past difficulties that have embarrassed our institution. The young ladies, whom it is most important to draw into such a school, have always been sent to the more *fashionable* schools, and the teachers of our schools have been wanting in certain graces highly valued by a large portion of our community. Indeed *a certain rank in society*, and a certain agreeableness of manner, usually connected with it, have been wanting in our teachers, and in these respects those we wish to



obtain by your aid, surpass any teachers who have visited us. We are certain that such as these can make such an enterprise go, and *without such it will not succeed.*

Our Academy is burdened with a debt of some three or four hundred dollars, and we have no library or apparatus.

I am often enquired of for your teachers, will you write what teachers are coming to this quarter this season?"

Another letter has recently been received from a Committee of gentlemen in another large town, requesting that an institution of the kind proposed, may be located in that place, and offering a good building for a Seminary, free of expense for two years, and also to provide a suitable boarding house near by.

The building for the school is situated on an elevated spot, with a fine bell; has several recitation rooms, besides school rooms, an enclosed yard with trees and shrubbery, and a large house adjoining, which can be secured for the boarding establishment. The citizens have also formed a company, with shares of twenty dollars each, for the purpose of purchasing this building and erecting additional accommodations. The Committee also pledge from seventy to ninety pupils from the place, and represent that there is no institution of the kind in the surrounding country, so that pupils will come in from the country around. This has all resulted from the prospect held out by the Agent employed for this object, of securing such an institution in return for reasonable efforts on the part of the citizens.

Mr. Killpatrick, who has been making an extensive tour in reference to this object, writes thus: "I cannot close without remarking that this part of the enterprise meets with a decided preference in the minds of the people of this state. If we can succeed in establishing two or three such schools, so as to secure their *permanency*, it will do more for the cause of education than the Board could effect on its present limited mode of operation in ten years."

To these I might add a long communication from Pres. Sturtevant of Illinois college, in which he expresses his views of the plan for rendering High Schools *permanent*, by adopting what is called the *democratic* method of organizing the instructors employed. But his views are so entirely coincident with those expressed in the article following, that I feel at liberty to present it as a correct expression of his opinions on that subject.

The following are some of the advantages that may be anticipated from the establishment of such institutions.

In the first place they would do for *female* education what *colleges* do for the other sex. They would be *permanent* cen-



tres of influence ; they would train up teachers for all the vicinity around ; they would raise the standard of female education ; they would be conspicuous objects of interest and observation to other high schools of the state, quickening them to attain as high a standard, and to introduce all the improved methods there displayed. All the vicinity around would learn of the advantages of such schools, and would be drawn in to seek for teachers for their own districts, educated on these improved methods.

These institutions also would be the *homes* of the teachers of the board in all emergencies, and the ladies conducting them would naturally become their friends and advisers. And thus would be devised the wisest and most efficacious measures for providing for the class of hard working *missionary* teachers. Thus also the Committee and agents would be enabled to decide when it was needful to send out two teachers together ; when it was best to remove one teacher whomight be wearing down, and to send a fresh recruit to her place ; when and where it might be expedient for teachers to attempt to keep house on the plan suggested in one of the letters of the teachers. And finally, they could aid the committee and agent in deciding as to the application of whatever might be furnished to promote the personal comfort and health of missionary teachers, and to add to their means of instruction and usefulness.

Again, these institutions would naturally become the points to which all applications for teachers in the vicinity would flow, thus enabling them, first to provide for all properly qualified teachers around them, and when these fail, to send to the East exact accounts of what sort of teachers are needed, and what sort of places are offered. It is very certain, as I found by experiment, in Iowa, that many villages would send to a neighboring town for teachers, whose prejudices would prevent their sending to New England for one.

Again, such institutions would remedy the principal cause of objection to this enterprise, felt by many of the best friends of education at the West. It has been urged by such, that while good teachers from the East are needed and should be cheerfully welcomed, there is danger that this mode of operation will interfere with the interests of residents on the soil, who would make just as good teachers, if the same amount of effort and funds were applied as are employed in preparing and sending out Eastern teachers.

It is urged by them that in every important vicinity, there are many young women that by a short period of training could be fitted for efficient and useful teachers. And still more it is urged that such teachers would accommodate to the habits



and customs of the people with less sacrifice, while they would encounter less prejudice and suspicion.

Nothing could be more efficacious in meeting these reasonable apprehensions and requirements, than institutions expressly designed to aid Western females in their efforts to obtain such an education as would fit them to be teachers.

And in every place where such high schools are established there will always be found intelligent and deserving young women, who might be trained *gratuitously*, if need be, to become teachers, and that without any increase of expense to the institution.

In reference to this, the example of the American Board of Foreign Missions may be cited, to prove the wisdom of such methods of bestowing missionary benefactions.

In the *Missionary Herald* for February, 1848, is an account of a high school recently established in Constantinople, by that board, to educate Armenian girls, and in it is these remarks.

“The expectation that *one half* the pupils would pay for their board has not been realized; yet the school has evidently been a much greater blessing than it would have been, had we adhered to our scheme. Instead of educating the daughters of a privileged class, who would have been able to bear the expense, we now educate the daughters of *a whole community*, to be the instructresses, wives and mothers of a new branch of the great Protestant family.”

It must be remembered that this community is nominally a *Christian* one, and embraces much wealth in its higher classes. And yet the Board, and that very justly, regards the raising of high schools to educate its future wives, mothers and instructresses, as one of its most effective measures for extending christianity. And is there any reason why the American churches should contribute to support high schools for *Armenian* girls in Constantinople, and yet refuse it to *American* girls in our own destitute country? Are those old decayed foreign nations to be preferred to our young and vigorous country that is starting like a giant in its race to greatness and power?

Again, the methods here proposed will tend to secure, not only *permanency* to female institutions at the West, but *thoroughness* to female education there, so that *all* females will, as a general rule, be fitted to become teachers, either to their own children, or in regular schools. They will tend also to preserve *the health* of teachers coming from the East, by rendering their labors and cares less onerous, and their exposures less severe.

And finally, while they will raise up teachers on the soil,



they will tend as effectively to draw the *best class* of teachers from the East. It is in vain to hope that *many* of this class can be induced to enter a service like this, till such provisions are made for their health and success as never yet have been proposed. The wants of our newer states are altogether beyond any supply that the East and West *together* can now furnish, at least of *good* teachers. And whenever *permanent agents* are put into the more destitute fields, as they may be, to lecture and raise up schools, there will be seen to be a *demand* which will altogether exceed any supply which is now in existence.

And now, in concluding, I would once more submit this great and good cause to my generous, intelligent and Christian countrywomen. It was your just appreciation of this cause, your cordial sympathy, and your ready liberality, that encouraged me to go forward in efforts that frequently have exceeded the measure both of my wisdom and strength. And in such periods, when clouds of care and responsibility and sickness seemed darkest and heaviest, the memory of the past came like the bow of promise for the future, to cheer and encourage and sustain.

I have never heard a serious objection to the plan here presented except that funds could not be raised to carry it out. This I cannot believe. I know that there is influence enough and wealth enough in the hands of American women to secure success to *any* benevolent plan that is judicious and expedient. Such I believe you will regard this, and to you, my honored countrywomen, I commend it, as the cause of *our own sex*, and the cause of *neglected and suffering childhood*.

With sentiments of the highest respect and regard,

Very truly your friend,

CATHARINE E. BEECHER.

*P. S. It is important that this be regarded as a private communication to those to whom it is sent, at least so far as to prevent the transfer of any part of it to the public prints.*



